



中華基督教會馮梁結紀念中學
CCC Fung Leung Kit Memorial Secondary School

22 Plover Cove Road Tai Po
26516033
26509629
info@flk.edu.hk
http://www.flk.edu.hk

School Mission

Provide "holistic education".
Cultivate proper attitudes and the spirit of serving others.
Develop full potential.
Build up self-esteem, develop creativity and foster independent and critical thinking.
Brush up language skills and empower the acquiring of new technologies in preparation for future's innovations.

School Information

Supervisor / Chairman of School Management Committee	Mr. Au Yeung Chi Kong		
Principal (with Qualifications / Experiences)	Ms. Wong Wai Shan (BSc (Hons) in Mathematics, DipEd, MSc.in Mathematics Education)		
School Type	Aided	Student Gende	Co-ed
School Motto	Wisdom and discipline, knowledge and integrity.		
Name of Sponsoring Body	The Church of Christ in China, Hong Kong Council		
Area Occupied by the School	About 6000 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
Incorporated Management Committee	Established	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets	
4Rs Mental Health Charter	Yes	Whole School Health Programme	Pledged School

Teaching Staff Information (Including School Head) in the 2024/2025 School Year

Number of Teaching Posts in the Approved Establishment		55
Total Number of Teachers in the School		60
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		84%
Bachelor Degree		95%
Master / Doctorate Degree or above		44%
Special Education Training		56%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
26%	31%	43%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese, Putonghua, Chinese History, Mathematics*, Integrated Science*, Computer*, Business*, Music*, Physical Education, Religious Education*, Life and Society*, Citizenship, Economics and Society*, Technology, Visual Arts
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Citizenship and Social Development, Religious Education, Physical Education, Physics, Economics, Visual Arts, Biology, Information and Communication Technology, "Business, Accounting and Financial Studies - Accounting" , "Business, Accounting and Financial Studies - Business Management" , Design and Applied Technology, Chemistry, Chinese History, OLE, Applied Learning, Image Design Pre-sessional course
	English as the medium of instruction	English Language
	Adopt a different medium of instruction by class or by group / school-based curriculum	-

* Subjects with extended learning activities (ELA) in English

Subjects to be Offered in the 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	Chinese, Putonghua, Chinese History, Mathematics*, Integrated Science*, Computer*, Business*, Music*, Physical Education, Religious Education*, Life and Society*, Citizenship, Economics and Society*, Technology, Visual Arts
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Citizenship and Social Development, Religious Education, Physical Education, Physics, Economics, Visual Arts, Biology, Information and Communication Technology, “Business, Accounting and Financial Studies - Accounting” , “Business, Accounting and Financial Studies - Business Management” , Design and Applied Technology, Chemistry, Chinese History, OLE, Applied Learning, Image Design Pre-sessional course
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Class Structure & Chargeable Fees (2024/2025)				* Subjects with extended learning activities (ELA) in English		
	S1	S2	S3	S4	S5	S6
No. of Classes	3	3	3	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$40					
Student Union / Association Fee	-					
Approved Charges for Non-standard Items	\$310					
Other Charges / Fees	-					

Remarks

Joint-school Curriculum in Tai Po is applicable to: Senior Secondary Elective Subjects: Visual Arts; Applied Learning Subjects: Image Design; English for Business Services; Lessons are arranged to teach school-based Other Learning Experience Programs and they include Organic Farming, Video Making and Voluntary Service; Group teaching is applied in junior classes in order to cater for learners' diversity; Ability grouping is applied in Senior Core subjects.

S.1 Admission, Orientation Activities & Healthy School Life

Secondary One Admission
Our school will accept discretionary places. Our school will participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2025). Secondary One Admission: 1. Interview (demeanor and politeness, communication skills, knowledge about the school, interest and daily habits): 30%; 2. P.5 and P.6 academic standard: 30%; 3. P.5 and P.6 conduct, records of merits and demerits and remarks from primary school: 20%; 4. Other performance (including extra-curricular activities, services and awards): 20%.
Orientation Activities and Healthy Life
Orientation Activities: 1. S.1 Summer bridging courses for new students; 2. Parents' Night with S.1 class teachers; 3. Orientation activities co-organised by the school and C.C.C. Kwong Fuk Church; 4. Different activities tailored for S.1 students and parents such as training day-camp as well as parents' talk. The school promotes environmental education and healthy campus policy through such activities as "Health Week" carried out by the Civic and Moral Education Committee.

School Characteristics
School Management
School's Major Concerns: Main points of the School Development Plan: 1. To enhance students' sense of national identity. 2. To cultivate students' healthy lifestyle.
School Management Organisation: The IMC is the governing body of our school. It is responsible for the administration of the school via a school-based management approach. Our School Administration Committee as well as various departments and groups work together to formulate school policies. Through school planning, administration and an evaluation process, we strive ceaselessly for self improvement and for an enhanced development of the school. We also attach great importance to fostering team spirit amongst the teachers and to the building up of a learning community. These are instrumental to the ever-growing caring culture of our school.
Incorporated Management Committee / School Management Committee / Management Committee: We have an Incorporated Management Committee with representatives from the school sponsoring body, teachers, parents, alumni and the community.
School Green Policy: We have been carrying out a Green School Approach, which includes a wind / solar hybrid system. Moreover, we have held some activities to enhance students' environmental awareness and develop their sense of responsibility towards the environment.
Learning and Teaching Plan
Whole-school Language Policy: Senior students are required to hold assembly announcement so as to promote their oral ability as well as to strengthen their confidence. Besides, we provide different activities to promote students' bi-lingual ability; in Chinese, we have drama activities, poem workshops, inter-school choral speaking competition; in English, we have S.1 lunchtime English activities, English corner, English week and choral speaking competition. Extended Learning Activities (ELA) in English in some topics of non-language subjects enable junior secondary students to have systematic exposure to subject-related English so as to fulfill the requirement of "Language across the Curriculum".
Learning and Teaching Strategies: Our teachers are dedicated to education. They are friendly and are able to create a caring and inviting environment for students. They can adopt suitable teaching strategies according to their students' ability level, and they arrange a wide variety of learning activities to arouse students' interests. Also, our school implements e-Learning to establish good student-teacher relationships, enhance learning motivation, strengthen the effectiveness of interactive teaching and ultimately make students love learning. We will arrange lesson observations for the parents so that they can have more understanding about their children's learning. Besides, bridging courses are provided for students promoted from primary school to S.1 and from S.3 to S.4 so as to facilitate their adaptation to the new curriculum.
School-based Curriculum: 1. Electives: 2X and 3X. Elective requirement: According to students' willingness and academic performance. 2. Curriculum highlights: For promoting whole person and balanced development of students, our school offers a range of OLE opportunities both within and outside normal school hours according to the needs of the students. Develop the potentials of gifted students: By providing them with special curriculum as well as multiple educational activities.
Major Renewed Emphases in the School Curriculum: Our school performs well in carrying out the Four Key Tasks. Firstly, more and more students enjoy reading and get prizes in the reading scheme. Secondly, we develop self-learning culture through e-Learning, For example, the use of Microsoft Teams, which has already been an important component in our curriculum. Thirdly, we organized “Life-wide Learning Day” to help students to develop social skills through interdisciplinary studies. Lastly, "Moral and Civic Education": In terms of promoting national education, we organize mainland exchanges to broaden students' horizons, actively participate in national and civic education competitions, encourage students to keep abreast of the development of our country and society, and cultivate students' national identity.
Life Planning Education: By adopting the whole-school approach, we assist students in understanding their personal characteristics and interests, and in setting short-term and long-term life goals at different stages. In addition to career planning education through various subjects, different committee activities, and career planning programmes, our school collaborates with business enterprises and NGOs to host a variety of career planning activities. These include activities such as simulated interviews, visits to tertiary institutions, overseas and mainland cultural exchange tours, job tasting programmes, and bazaars to explore the world of work. These initiatives aim to prepare students for further studies and employment. Students are encouraged to continue their studies locally, in mainland China, or overseas based on their interests, abilities, and academic performance. Additionally, we train career planning ambassadors to provide classmates with career planning information and address related queries.
Student Support
Whole School Approach to Catering for Learner Diversity: In order to implement the whole school approach of students support mode and to cater for the needs of students, the constant activities of the Counselling Committee, the Discipline Committee and the Student Support Committee have established a culture of caring and inclusiveness throughout the school. Different levels of development have been set at all six forms to focus on setting development goals. A number of scholarships have been set up to encourage students to develop different potentials, enhance academic performance and care for poverty. The support services including supporting cross-boundary and newly-arrived children to adapt to Hong Kong's education policy and enhance English training are provided. For the provision of professional services for students with special needs, associate teachers provide assistance and psychological assessments are carried out by Education Psychologist when needed. A number of relevant parent evenings and seminars have been held. Many teachers have also completed special professional education training courses organized by the Education Bureau.
Whole School Approach to Integrated Education: Our school adopts the Whole School Approach to Integrated Education. The support measures are mainly planned, implemented and evaluated by Student Support Committee. The Committee members includes SENCO, SENSTs, Student Support Committee teachers, educational psychologist, social workers, counselors and associate teachers. The Whole School Approach is started in each form. They work together with the class teachers, subject teachers, subject panels and committees, in order to plan the support measures for the students with special education needs. Parents and educational psychologist are invited to attend case meeting if necessary to provide assistance. Information on new students with special education needs is collected during the F.1 adaption course to recognize the students in need as soon as possible, so suitable support can be arranged for them. Screening tools are used for early identification of students' learning difficulties and needs for support and students will be referred to the educational psychologist. We hire services by using the Learning Support Grant including speech therapy, program for the education and enrichment of relational skills, training class for dyslexia in Chinese, afterschool learning group and potential exploration team. Besides, we have employed subject teachers, counsellors and associate teachers especially for students with special education needs in order to provide appropriate support for them.
Measures to Provide Adaptation for Learning and Assessment: On top of summative assessment, such as tests and examinations, we continuously collect evidences that show students’ progress in order to improve their learning effectiveness. Besides, scholarships are recommended to those high-achievers as an encouragement. We will base on recommendations given by specialists, offers a number of special examination arrangements for the students who have special education needed, including extra time allowance, special rooms, the provision of enlarged papers, speech-to-text software and screen reading software, etc.

Home-School Co-operation and School Ethos
Home-School Co-operation: Our school promotes parents’ participation in school decisions and active participation in school and community activities. A cross-border parent network is established to support parents’ needs. Parents Day is held twice a year, and parent sharing sessions are held according to the needs of different levels, so as to strengthen home-school communication; Parent education lectures, parent-child picnics, parent-child workshops and activities and so on, are also organised to enhance the communication skills between parents and children, promote positive values and establish harmonious parent-child relationships.
School Ethos: We aim at cultivating love, happiness and inclusion on our campus, so that students can learn and grow up in the best possible environment. Co-class teachers and form teachers are appointed to look after the needs of every student until graduation. School also provides school-based social workers and educational psychologist service. We have been consecutively awarded the "Caring School Award" for many years.
Future Development
School Development Plan: The main points of School Development Plan: 1. To enhance students' sense of national identity. 2. To cultivate students' healthy lifestyle.
Teacher Professional Training and Development: The school has a staff professional development committee which organises school-based and inter-school staff development programmes to enhance the staff proficiency in learning and teaching and to strengthen their team spirit.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
To complement the learning goals, aims and objectives of Key Learning Areas as well as cross-curriculum priorities, our school has been incorporating closely life-wide learning into whole-school curriculum, with a view to actualize student learning in genuine contexts and transcend conventional classroom learning settings. With good use of community resources, multifaceted learning contexts (combinations of time, venue and people) and partnership between departments, our teachers also aim to provide students with ample meaningful learning opportunities that serve to achieve the broad learning outcomes that are more difficult to attain through standard classroom teaching alone. Our life-wide learning program includes but are not limited to visits, site visits, field trips, social service, camping, extra-curricular activities as well as thinking skill training. Besides, our school is committed to deepening students' life-wide learning through the integration of the following five essential learning experiences: i) Intellectual Development ii) Values Education iii) Community Service iv) Physical and Aesthetic Development v) Career-related Experiences This multifarious experiential learning acquired through life-wide learning empowers students to achieve the aims of whole-person development (e.g. skills, attitudes, approaches, styles and values) and enables them to develop the life-long learning capabilities.
School Facilities
Number of Classroom(s): 25
School Facilities: Classrooms and special rooms are equipped with computers, smart blackboards and air conditioners. There are a total of 500 computers and more than 160 tablet PC’s for students' use.
Facility(ies) for Supporting Students with Special Educational Needs: The school is equipped with a multi-learning activities room, designated for group training in socialising and communication. E-learning equipment, such as Smart Blackboard and tablets, are utilised to enhance SEN students' learning. Also, speech-to-text software and screen reading software are installed in specific devices as part of in-school assessment.
Others
Please refer to the School Website.
Direct Public Transportation to School
Bus: 79, B8, 64X, 65X, 74B, 74D, 74P, 74R, 75P, 263C, 271B, 271P, 272E, 272P, 272X, 274P, 307P, 907C, A47X, E41, T74 ; MTR: Tai Po Market Station; Green mini-bus: 26, 28K, 58S, 501S, 806B, 29, 806A, 806C .